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ABSTRACT

This document contains guidelines for completing a development plan, which is a document that must be completed annually by all community-based programs seeking funding from Manitoba's Literacy and Continuing Education Branch and that must reflect input from program managers, learners, practitioners, and funders. The introduction explains the purpose of program evaluation in the process of funding adult literacy programs in Manitoba, Canada, and emphasized the importance of development plans in determining which programs receive grants. The remainder of the guide is divided into four sections. The first section provides specific suggestions for developing a process for writing a plan and details the topics to be covered in the plan (funding/funding sources, organizing activities, teaching activities, staff development, support/advice, and specific needs/wants). Sections 2-4 explain the processes of conducting program manager, practitioner (instructor/coordinator and volunteer), and learner analyses. All three sections specify exactly who should participate in the given analysis and include questions and checklists to be completed during the course of each analysis. (MN)

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ED 392 917

MANITOBA ADULT LITERACY PROGRAMMING

GOOD PRACTICE GUIDE

1995-1996

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TABLE OF CONTENTS

The Good Practice Guide is divided into four sections:

The Purpose of Program Evaluation

Section I: Writing the Development Plan:

Suggestions for Writing the Development Plan ..... Page 2
Models of Good Development Plans ..... Page 3
Models of Good Development Plans

Section II: Program Managers Analysis ..... Page 4

Section III: Practitioner's Analysis:

Instructor/Coordinator Analysis ..... Page 7
Volunteer Analysis ..... Page 12

Section IV: Learner Analysis ..... Page 17

THE PURPOSE OF PROGRAM EVALUATION:

THE DEVELOPMENT PLAN

The Literacy and Continuing Education Branch does not ask programs to reapply for funding each year. Instead, we ask programs to evaluate their progress and consider ways of improving program delivery. In this way you have more control about how your program should develop. Just as learner evaluation is part of good literacy practice, so is program evaluation.

The forms attached should help you formulate a *Development Plan* for the next year. By using the forms to reflect on what learning opportunities were offered or not offered in your program, you can better understand what changes might be undertaken. The evaluation process should allow all those interested in the program to have a say in whether it met their expectations and how improvements might be made in delivery of educational programming to both the current and prospective learners of the community.

The Good Practice Guide is used by the Literacy and Continuing Education Branch to validate the community-based programming used in this province. Each year, the Branch must present a suggested list of grants to government. Without some concrete accountability from programs and supporting background materials, the Branch would be unable to substantiate the need for continued grants. Therefore, it is critical that you complete a thoughtful, imaginative *Development Plan*. The Literacy and Continuing Education Branch depends on the *Development Plan.* Without a completed *Development Plan* funding, expansion of programming, and standards of good practice cannot be implemented.

The *Development Plan* should also take into account how the community interacts with the program, how it perceives the program, and what ways the community could/should be further involved in the program. The *Development Plan* does not have to be written by only one person, but whoever writes it should do so in consultation with all the groups (Program Managers, the Learners, the Practitioners, the Funders). Programs may wish to set aside funds to pay the writer of the *Development Plan*.

In addition, some programs provide an honorarium for the volunteer who summarizes the Learner Analysis.

Programs should give copies of the completed *Development Plan* to the Literacy Working Group, tutors, teachers, and learners. Ideally, all those who participated in the evaluation process would get copies of the *Development Plan* before it is sent to the Literacy and Continuing Education Branch. We know this is not always possible, but both learners and teachers should understand the impact of their input to the *Development Plan.* In this way, all those who were asked to participate in the evaluation process can see the final results.

The *Development Plan* provides a way for all those affected by the program to evaluate and make suggestions about appropriate changes in the program. It is also a way for those involved in programs to celebrate what they do well.

GOOD PRACTICE GUIDE

1995-1996

SECTION I:

WRITING THE DEVELOPMENT PLAN

Suggestions for Writing the Development Plan

Models of Good Development Plans

SECTION I:

SUGGESTIONS FOR WRITING THE DEVELOPMENT PLAN

Process for Writing the Plan

The evaluation process is not a formal event but rather a series of informal consultations between those groups affected by the literacy provision. The four main groups which should be consulted are:

The Program Managers (This includes the Literacy Working Group or Committee, relevant community organizations or agencies etc.)

The Practitioners (This includes teachers, instructors, tutors, program volunteers, etc.)

The Learners

The Funders (This includes representatives of the Literacy and Continuing Education Branch, other governmental departments, etc.)

When all the sections of the Good Practice Guide are completed, you will be in a better position to estimate the needs of the program and set reasonable goals for the coming year.

Your Development Plan should be **written out** in a narrative form. Charts or diagrams can be used if these are helpful.

Content to be Included in the Development Plan

The following headings provide a structure for thinking through your needs and priorities for the coming year. Obviously, you may decide to change these plans as the community or learning situation changes.

1.0 Funding

1.1 Funding Needs

How we made the most of our current funding? If we had extra funding how would we use it? What continuing needs do we have in reference to: Organizing, Teaching Activities and Teacher Materials, Teacher Salaries.

1.2 Funding Sources

Do you receive a grant from the province which may not be sufficient for your program needs? Do you receive any additional funding from other sources? Have you explored other alternatives for funding?

2.0 Organizing

As a Literacy Program you may have been involved in publicity activities, recruitment of learners and volunteers, development of tutoring or literacy classes. How successful were these?

What new initiatives are you planning to make in the coming year? What are some different ways you could use community volunteers in your program?

3.0 New Teaching Activities

3.1 Teaching Plan

The instructor should offer new approaches, activities, materials, to be tried in the coming year.

What student needs have not been met? How do you plan to meet these in the coming year?

3.2 Staff Development

What are some of the problems that paid staff and volunteers express in relation to training? What training needs do you feel have not been met by your staff? What ways of over-coming these problems do you think you might try?

4.0 Support and Advice

What kind of support(s) do you want or need? How do you plan to get support? Who will you seek support from?

5.0 Specific Needs and Wants

Each program has specific needs and wants. In this section you should discuss these and some solutions you might try to deal with these needs.

SECTION I:

MODELS OF GOOD DEVELOPMENT PLANS

Please refer to the separate publication titled **LOOKING FORWARD: LOOKING BACK**, a sample of a model *Development Plan* for a community-based literacy program.

GOOD PRACTICE GUIDE

1995-1996

SECTION II:

PROGRAM MANAGERS ANALYSIS

Roles and Responsibilities

SECTION II: PROGRAM MANAGERS ANALYSIS

This section includes information about the roles of the Literacy Working Group with reference to organizing and funding. The program managers include: the Literacy Working Group or Board that guides the program, volunteers working in recruitment and publicity, literacy coordinators or outreach workers, the Literacy and Continuing Education staff person responsible for your region. The evaluation may be completed by program managers as a group or individually whichever method communities would prefer.

Some questions are short answer and some are checklists. You may respond to each as a group.

Please indicate the names of the people who participated in completing this section:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Roles of the Program Managers

Publicity:

What publicity events have you run in the past year?

Who in the community does not know about your program? How will you try to reach this group?

Recruitment: **students**

What new ways of recruiting students have you used this year?

What problems do you have in recruiting students?

Recruitment: **volunteer tutors**

What methods or strategies have you used to recruit volunteers in the past year?

What difficulties did you have in recruiting volunteers?

In addition to tutoring, how have you used volunteers in your program?

Evaluation of instructors/coordinators

What kind of evaluation did you provide for your instructor?

- ☐ on-site observation by Literacy Working Group
- ☐ discussion with Literacy and Continuing Education Staff
- ☐ regular reports from the instructor
- ☐ feedback from students
- ☐ Other: (Please specify) _____

Learner involvement

Indicate how learners have been involved in the development of the program

- ☐ As members of the Literacy Working Group or Board
- ☐ As members of a Learner's Advisory Committee
- ☐ As coordinators of specific events: (e.g. Learner's conference, publicity events, community outreach)
- ☐ As members of program development or program planning group
- ☐ Other ways learners have been involved: (please list):

FUNDING THE PROGRAM

Financial statements and budget forms are now provided ***separately*** from the Good Practice Evaluation Guide.

Financial information should be reported through this separate process.

GOOD PRACTICE GUIDE

1995-1996

SECTION III:

PRACTITIONER'S ANALYSIS

A) Instructor/Coordinator Analysis

B) Volunteer Analysis

SECTION III: PRACTITIONER'S ANALYSIS

A) Instructor/Coordinator Analysis

Paid instructors and coordinators are to be consulted when completing this section.
A separate section is available for volunteer tutors to complete.

Literacy Needs and/or Levels

This section can help you reflect on what materials to use with students and what guides you in directing students to certain learning experiences.

1. Initial Assessment of Students

Are you satisfied with your intake procedure? ☐ yes ☐ no

What additional materials/resources would you like in order to supplement your intake procedure?

2. Materials/Resources

What new resources have you acquired this year?

What resources would you like to have but do not?

2.2 Problems with Materials

Please check where appropriate

☐ I do not have adequate access to appropriate materials.
☐ Students need more published reading materials.
☐ The program library does not have enough books in the following areas:

☐ Stage 1 readers	☐ Math	☐ Writing
☐ Stage 2 readers	☐ Leisure reading	
☐ Stage 3 readers	☐ Science	
☐ pre-GED	☐ Geography/history	

Please indicate specific needs for materials and resources:

_____

_____

2.3. Budget Problems

(Please check the following)

☐ Are you aware of the budget restraints of your program?

Is your input sought when materials budgets are set? ☐ yes ☐ no

If you could create a "wish" list of things you would like to have in your program, what would be on it?

2.4 Content of Material

How many new titles did you add to your library this year?

Books for Level I & 2 Learners:

Reading _____
Math _____

Books for Level 3 Learners

Reading _____
Math _____

What materials do you feel would make the best addition to your classroom library?

_____

_____

Does your program use computers? ☐ yes ☐ no

If yes, how many are available in the program? _____

Do you have problems getting software for your computers? ☐ yes ☐ no

☐ financial problems ☐ age of computer

2.4 Producing New Materials

☐ Have you produced collections of student writing this year?

Are these published and available for other programs? ☐ yes ☐ no

Would you like to have them published? ☐ yes ☐ no

Please indicate the title(s):

_____

_____

3.0 Quality of Instruction

3.1 Teaching Activities Used

What innovations have you developed in your teaching this year?

Please indicate if you have used any of the following: (Give examples if you can)

☐ New learning strategies used with students:

☐ New ways of working with groups of students/tutors:

☐ New curricula/resources:

☐ New ways of evaluating progress/setting goals/etc.

What training workshop/event helped you the most with your teaching this year?

What new ways of teaching do you hope to try out next year?

3.2 Helping Students Understand their Learning

What discussions have you had with students this year about their learning styles or learning needs?

Is there any approach you have found particularly effective?

How do students understand which strategies work best for them?

3.3 Helping Students Meet their Goals

What non-academic activities (e.g. social/personal development) have you undertaken with students this year?

What difficulties did you or your students have in completing non-academic goals? How can you overcome these in the coming year?

4.0 Record Keeping/Portfolio Assessment

- ☐ I regularly do lesson plans.
- ☐ I do portfolio assessment with most students.
- ☐ I keep a record of progress separately for each student.
- ☐ Each student has access to his/her file at all times.
- ☐ Specific learning goals are established for each student in the program.
- ☐ Students evaluate their own progress based on their own learning goals.
- ☐ Students understand the relationship of learning activities to their learning goals.

Other comments on student evaluation:

_____

_____

_____

Difficulties with student progress:

Some students did not complete goals due to:

- ☐ Poor attendance
- ☐ Difficulties in personal life
- ☐ Individual learning difficulties/disabilities
- ☐ Goals were too long term to be completed in the time scheduled
- ☐ Other: (Please give examples)

5.0 Changes in the Coming Year

5.1 What changes to your teaching/training/program will you make in the coming year that have not been covered in the analysis?

SECTION III: PRACTITIONER'S ANALYSIS

B) Volunteer Analysis

This section is to be completed by volunteers working in the program. This section will help you provide input to the evaluation of the program. It can also provide you with a framework for self-evaluation of your own tutoring. Please indicate your role as a volunteer in the program. (You may check more than one)

- ☐ one-to-one tutor
- ☐ classroom aide
- ☐ LWG: recruitment and/or publicity
- ☐ materials development: reproduction
- ☐ helped with special events
- ☐ fund raising
- ☐ other: (Please give an example)

1.0 Preparation/Training

Volunteers need to be prepared for their tutoring experience. Please indicate if you feel you have been given sufficient opportunities to attend the following:

- ☐ Introductory/initial training
- ☐ Orientation to the program
- ☐ Additional training opportunities/workshops

- ☐ I understand:
  - ☐ the philosophy of the program
  - ☐ what is expected of me as a volunteer
  - ☐ how to do what I am expected to do.

Are there any materials/events/workshops that you feel were particularly useful in preparing you for your volunteering experience? What were they?

What training workshop/event helped you the most with your teaching this year?

3.0 Quality of Instruction

3.1 Working with Students

On a scale of 1-5 (5 is the best) rate how you feel you were prepared to work with students.

(Please circle only one number)

1 2 3 4 5	I was given sufficient background about the student.
1 2 3 4 5	I was given sufficient teaching suggestions to work with the student.
1 2 3 4 5	I was provided with sufficient resources and materials to teach the student.
1 2 3 4 5	I was given sufficient support from program coordinator if problems arose.
1 2 3 4 5	I was provided with sufficient materials to measure student progress.

Describe a typical lesson with your learner.

3.2 Teaching Activities Used

What innovations have you developed in your teaching this year?

Please indicate if you have used any of the following: (Give examples if you can)

☐ New learning strategies used with students:

☐ New curricula/resources:

☐ Other: (Please give examples)

What areas of teaching do you feel most confident about? (Check as many as are appropriate)

- ☐ working with Stage 1 learners (beginners)
- ☐ working with Stage 2 and 3 learners
- ☐ providing learning strategies
- ☐ developing reading comprehension activities
- ☐ developing writing activities (check which ones)
  - ☐ stories
  - ☐ essays
  - ☐ job related (e.g. resumes, applications)
  - ☐ personal writing (e.g. autobiographical)
  - ☐ poetry
  - ☐ Other:_____
- ☐ providing drills and practice of spelling words
- ☐ providing original resources depending on the student's goals

I know how to:

- ☐ teach reading through the language experience approach
- ☐ model writing
- ☐ develop an individualized spelling program
- ☐ structure a spelling program to the needs of my student
- ☐ develop narrative writing with my student
- ☐ develop essay writing with my student
- ☐ work on improving math skills
- ☐ prepare students for the GED

I would like to learn more about :

I sometimes feel frustrated because:

3.3 Helping Students Understand their Learning

What discussions about learning have you had with students this year?

Do you feel comfortable discussing the following with your student(s)?

- ☐ differences in learning styles
- ☐ problems in motivation, attitudes, practising, etc.
- ☐ new learning strategies
- ☐ clarifying the relationship of the learning activities to the student's learning goals
- ☐ clarifying expectation of the tutoring relationship: e.g. appropriate boundaries, doing homework, etc.
- ☐ dealing with attendance problems
- ☐ other: (please indicate specifics)

4.0 Record Keeping/Portfolio Assessment

The following questions relate to evaluation of student progress. Please check the areas appropriate for you.

- ☐ I regularly do lesson plans.
- ☐ I do portfolio assessment with most students.
- ☐ I keep a record of progress for each student.
- ☐ Each student has access to his/her file at all times.
- ☐ Specific learning goals are established for each student in the program.
- ☐ Students evaluate their own progress based on their own learning goals.
- ☐ Students understand the relationship of learning activities to their learning goals.

Other comments on student evaluation:

_____

_____

_____

Difficulties with student progress:

Some students did not complete goals due to:

- ☐ Poor attendance
- ☐ Difficulties in personal life
- ☐ Individual learning difficulties/disabilities
- ☐ Goals were too long term to be completed in the time scheduled
- ☐ Other: (Please give examples)

5.0 Satisfaction with the Program

What areas of volunteering in the program are you most satisfied with?

What changes would you like to see in the program?

GOOD PRACTICE GUIDE

1995-1996

SECTION IV: LEARNER ANALYSIS

This form should be completed by an experienced writer. A group of students may complete this form together. The writer will summarize the discussion and answer in the spaces provided or on a separate sheet of paper. Individual students should not be given this form to be filled out without proper support.

SECTION IV: LEARNER ANALYSIS

It is the program's responsibility to prepare learners for this evaluation. Students should understand that the purpose of this evaluation is to improve the program and that future funding does not depend on their answers. Whoever assists the process of completing the form should prepare before the meeting by reading through the form so that any questions students have can be adequately answered.

This section is best completed by a group of students who are in the program. All learners in the program do not have to be consulted, but at least 30% of those involved in the program should provide input. It is recommended that someone **other than** the practitioner (or instructor) get the learners to evaluate the program. This could be someone from the Literacy Working Group, a community volunteer, or another learner.

This section should be done **orally** with either individual learners or groups of learners. The person conducting the interview only needs to record the number of students taking part and the range of answers they may have made. The summary of the Learner's Analysis should be completed on the following pages. The answers do not have to be exactly as the students quoted them, but the answers should reflect the general feelings of the group of learners.

Who conducted the Learner Analysis interview? _____

_____

What learners participated in the Learner Analysis?

_____

_____

_____

_____

_____

Date of interview _____

Introducing the Discussion

A facilitator should introduce the discussion with the students in the following way:

"In order to plan our program for next year, we like to ask students for their input about how the program is organized. We would especially like to brainstorm with you about how we could change things to make this an even better program."

The facilitator should then discuss with the students ways that they feel the program might be improved. The following questions are guidelines for the facilitator to follow. You do not have to ask them all, but the general discussion should include topics such as: barriers to attendance, barriers to learning, new topics for instruction, potential ways of involving the students in the management of the program,

Questions about how the program is organized

1) Do you feel there are enough class times, tutor hours, etc. available in the program for you to make progress? What recommendations would you like to make?

2) Does the program provide enough supports so you can attend? (eg. babysitting, transportation)? Do you know of any potential learners who cannot attend due to these problems? What other supports do you think the program should have?

3) Is there anything we could do to make the program more accessible for students?

4) Do you think students should be consulted about how the program is run? Why or why not?

5) Do you know if there are any learners on the Board or Literacy Working Group that directs your program? Would any of you like to be on the Board?

6) What would you change about the program if you could?

Questions about instruction

1) Do you think you get enough chances to interact with other students? For example, do you get to learn some things in small groups or with other students? What things could the program do to help students work together more?

2) Are you satisfied with your tutor/instructor? In what way has your tutor or teacher been most helpful?

3) If you had to give your tutor/teacher suggestions about his or her teaching, what would you say?

4) Are there things (information, topics, etc.) you would like to learn about but haven't yet? What are they?

Questions about your learning

1) What new ways (or strategies) of learning have you tried out this year?

In reading:

In writing:

In spelling:

In math:

2) Has your tutor/teacher talked to you about how you learn? Do you have a clear idea of how you learn best? What are some of the things that help you learn?

Questions about goals and evaluation

1) Have you discussed your learning goals with the instructor? Do you have a clear idea of what your goals are?

2) What progress do you feel you have made in the past year?

3) What goals have you met this year?

4) What goals are you still working on?

5) How can you tell if you've made progress in your learning? (The recorder should please indicate the number of students who answered.)

# of Students

_____ I compare work I did earlier in the year with what I can do now.

_____ I have a portfolio (or folder of work) that I record progress in.

_____ My tutor/teacher tells me I am improving.

_____ Other people have commented on my progress: (For example)

- ❑ Family members
- ❑ People at work (co-workers, supervisors)
- ❑ Friends, other students, etc.

_____ My tutor/teacher and I review my work on a regular basis to see if I am making progress.